

Oaklands Primary School

SEND Information Report 2025-2026

Under the SEND Code of Practice all schools are requested to publish their offer for pupils with Special Educational Needs. Every effort has been made to make this report accessible to parents and carers, but if there are any aspects that you would like explained please contact the SENCo, Tina Dean, via the school office or at senco@oaklands.herts.sch.uk

1.	How does the school know if children need extra help? What should I do if I think my child may have special educational needs?	What we mean by special educational needs Special educational needs can affect a child or young person's: <ul style="list-style-type: none">• ability to learn• behaviour or ability to socialise and make friends• reading and writing• ability to understand things• concentration levels• physical ability The SEND Code of Practice states that a child or a young person has a learning difficulty or disability if he or she: <ul style="list-style-type: none">- has a significantly greater difficulty in learning than the majority of others of the same age, or- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in
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mainstream schools or mainstream post-16 institutions

Monitoring pupil progress and attainment is an ongoing process at Oaklands. Staff will discuss with the SENCo any concerns they may have with any of the children in their class when they arise and actions follow this using an early identification tool. Termly analysis and moderation of teacher assessment is undertaken by SLT. Children who are not reaching age related expectations or who are not making at least expected progress are identified. Discussions on how best to support any child identified in this process will then take place. In the first instance we would identify strategies that the class teacher(s) and Teaching assistants (TA) could use within the class. Sometimes a child may need to have additional small group work or 1-1 support. Discussions with parents are valued at each of these stages to work together to decide on provision.

The impact of these interventions is monitored through an assess, plan, do, review approach. Our provision maps are working documents for teachers to document this process. We aim to support each pupil's learning style by high quality teaching and adaptations within the classrooms and by the early identification of any special educational needs or disabilities.

There is a rigorous system in place to monitor the impact of the provision, and targets are reviewed regularly. Discussions with Teaching Assistants (TA's) are an integral part of the monitoring and records are kept where TA's are the ones delivering the interventions in order to keep class teachers fully informed.

If a child starting at Oaklands has been identified as having special educational needs or some concerns have been highlighted in a previous setting, transition meetings will take place where possible with professionals involved, parents and external agencies.

		<p>The school’s accessibility plan highlights reasonable adjustments and key areas for development to allow for those children identified in the admissions process as having a disability to have the same experiences as others. For further information on admissions or the school’s Accessibility Plan please contact Tina Dean or see the school website.</p> <p>Children looked after or those previously looked after may have access to support from the virtual schools. In addition, we closely monitor pupils’ progress with termly analysis and moderation of teacher assessment, this is completed by the Senior Leadership Team.’</p> <p>If you have any concerns about your child, please make an appointment to see your class teacher in the first instance or email the SENCO at senco@oaklands.herts.sch.uk</p>
2.	How will school staff support my child?	<p>All pupils should have access to a broad and balanced curriculum. Careful planning, adaptations, scaffolding and quality first teaching should mean that all pupils, including those with special educational needs or disabilities (SEND), should be able to access the full curriculum and achieve their potential. Reasonable adjustments are also an integral part of this in line with the equality act.</p> <p>In addition to this, we will keep you informed if we feel your child needs additional support and work in partnership with you as to how best school can support your child. You will be involved in this process and invited to discuss your child’s progress at our Parent Consultation evenings in the Autumn and Spring Terms as well as through provision meetings. Throughout the year parents can also make an appointment to see or speak to their child’s teacher and/or the SENCO.</p>

		<p>At Oaklands we use Provision Maps to show what support and provision is in place for each child using the graduated approach. If a child is in receipt of additional support / interventions class teachers, or SENCO if appropriate, will discuss this with parents prior to this starting. Each child on the SEND register will have an individual provision map which outlines the assess, plan, do, review cycle. Meetings will be held termly; half termly for those with Education Health and Care Plan (EHCP's) with parents and the child to fully involve you in the decision making process. We value parental input and recognise that you know your child best. Teachers will make suggestions as to how you can further support your child at home where appropriate.</p> <p>All children on the SEND register will also have a Pupil Passport which identifies the child's strengths and any needs. A child may be removed from the SEND Register when it is considered by both parents and teachers that the child no longer requires the additional support as significant progress has been made in the area of need.</p> <p>If additional support or a specific intervention is identified this may range from weekly, to daily sessions depending on the need of each individual child. It is ultimately the teacher's responsibility to provide for children with SEND. The SENCo provides advice, monitoring and links with outside agencies such as specialist advisory teachers. However, many pupils can have points in their education where for various reasons they experience difficulties. Often, just offering additional resources to support your child or providing simple strategies can make a difference in a child's achievement and progress.</p>
3.	How will I know how my child is doing?	Throughout the year parents are invited to two Parent Consultation evenings and receive a written report in the Summer term. If your child is on the SEND register you will have 3 additional provision meetings (6 for those with an EHCP) within the

		<p>year and be actively involved in discussion impact, progress and next steps.</p> <p>Teachers may also, where appropriate, keep parents updated between these times through quick exchanges of information during the soft start each morning and at the end of the day. Meetings will be arranged for more detailed discussions where needed.</p> <p>If external agencies are involved with your child you may be invited to additional meetings throughout the year to discuss your child's progress, such as with the Speech and Language Therapy Team. Furthermore, if your child has an EHCP or is undergoing the assessment process for an EHCP, annual review meetings will be held along with additional meetings if required.</p> <p>Parents are always welcome to request a phone call or meeting with teachers and/or SENCO.</p>
4.	<p>How will the learning and provision be matched to my child's needs?</p>	<p>All pupils have access to materials and apparatus to support them in lessons. This may be, for example, counting apparatus to support a maths lesson, a key words sheet or an iPad to support a child with story writing. Some pupils will require additional resources and input over and above what is usually available to all pupils and this will be tailored to support an individual child's needs. Teachers will take advice from the school SENCO and also from external agencies on what reasonable adjustments can be made to support this child.</p> <p>The views and experiences of all parents and pupils are valued. Our aim is to ensure any barrier to a child's learning is identified early and that effective provision is put in place. On a daily basis, teachers adapt lessons to match the needs of their pupils so that pupils can learn alongside their peers. Throughout a lesson, teachers and TA's assess their pupils' understanding so that they can either challenge pupils further or adapt the lesson if a child is having difficulty accessing the learning.</p>

		<p>At Oaklands, teachers aim to teach lessons that inspire and motivate all pupils to work to the very best of their ability and quality first teaching is a priority within the school.</p>
<p>5.</p>	<p>What support will there be for my child's overall wellbeing?</p>	<p>At Oaklands we have a strong focus around pupil well-being and this is at the forefront of learning. We recognise that a child cannot access learning if they are not emotionally regulated and this is our priority.</p> <p>Pupil wellbeing is also the focus of all RHSE lessons, where we use the 'SCARF' scheme. A whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.</p> <p>Positive relationships with parents and carers are modelled to the children and we have good links with the local School Family Worker and other various external agencies.</p> <p>Children in Year 6 are Buddies to children in Reception. Year 6 children work as sports leaders. The school has an Eco-Council made up of children from across the year groups. We have resilience and wellbeing groups for children who need support.</p> <p>Our Internal Alternative Provision (IAP) meets the needs of children on the pathway to specialist provision. This is directly overseen by the SENCO.</p> <p>Our Therapeutic approach to behaviour support policy underpins the value in prioritising wellbeing and this can be found on our website.</p>

6.	What training have staff had in supporting children with SEND?	<p>All teachers are teachers of children with SEND. Staff are actively encouraged to work on continuing their professional development. The Senior Leadership Team will assess the level of expertise amongst the staff team and organise training to ensure we have a staff team that are able to support all the pupils in our school. We monitor need within the school on a regular basis. Training can be completed during INSET days, externally, online or in staff meetings. Any gaps in staff knowledge are also addressed during appraisals and actioned. Staff are encouraged to ask for any training they feel they need in order to support the children they are working with effectively.</p> <p>Our Foundation Stage staff make careful observations of your child on entry to school and throughout the year. This information is shared regularly with parents throughout the Reception year at school and early identification of difficulties can often result in strategies being put in place early on. Staff supporting a 1-1 child or a teacher with a child in their class with a specific need will attend more in-depth training that is relevant to the child.</p> <p>All staff are trained in Safeguarding and we have a high number of first aid trained members of staff including Paediatric First Aiders. We have one Designated Safeguarding Leads (DSLs) and three Deputy Designated Safeguarding Leads (DDSLs) for safeguarding concerns and all staff have their child protection training updated yearly.</p> <p>We follow statutory guidance to support pupils at school with medical conditions. Regular medication can be administered. Please feel free to discuss this with our office staff. All staff are trained in administering Epi-pens and receive training annually. Additional training is arranged annually to meet the needs of individual pupils depending on need.</p> <p>We work closely with DSPL5 to access their training offer and have INSET sessions</p>
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		<p>from a range of external professionals and facilitators. All staff receive attachment and trauma awareness training, STEPS training and mental health training.</p>
<p>7.</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We work closely with other agencies who can offer us advice and believe in a collaborative approach. Due to the way external services are run we have a range of professionals we are in contact with for named children. Some examples of who is available to us through service request referrals are listed below:</p> <ul style="list-style-type: none"> - NHS Speech and Language Therapy team - Specialist advisory teachers – Communication and Autism, Early Years, Hearing and Visual impairment - Occupational therapists - DSPL5 EY and Primary support - DSPL5 Behaviour outreach - The Hub - Howe Dell Outreach - Educational Psychologist through local cluster solution circles - School family worker - DSPL5 SEND Family worker <p>Furthermore, we have links with Monks Walk School and Stevenage football club for sporting activities as well as transition planning with all local schools. In addition, we have links with local SpLD Bases, which have an extensive resources bank available for the school to access.</p> <p>We have access to the Local Offer and the SENCO attends the Delivering Specialist Provision Locally meetings (DSPL) alongside SEND briefings.</p>

8.	How will you help me to support my child's learning?	<p>We fully encourage parents in supporting their child's learning. Parents of children with SEND are invited to regular meetings throughout the year to discuss together how best to support and to review progress. We produce information to support parents and this can be accessed from our school website alongside the curriculum maps.</p> <p>Year Group meetings are held every September to introduce parents to the curriculum and routines of their child's class. There is also access to information on the curriculum and other related information on the website.</p> <p>During Parent Consultation meetings and in individual provision map meetings, parents may also receive advice on how to support their child's learning. If you have any queries regarding how best to support your child, please see your child's class teacher in the first instance.</p>
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<p>9.</p>	<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>There are formal occasions such as Parents' Consultation Evenings where parents are involved in discussions about their child's education. Parents are also able to arrange a meeting with the class teacher, SENCo or a member of the Senior Leadership Team if there is a particular issue they wish to discuss in between these occasions, including any reasonable adjustments they feel their child may need in order to access their education.</p> <p>Within provision meetings, as described above, parents and children are encouraged to be as involved as possible in the planning for the term ahead and the targets set. Parental input is integral to these meetings as you know your child best. These meetings are termly for those on the SEND register and half termly for those with an EHCP. Reviewing the targets informs future planning alongside the family.</p>
<p>10.</p>	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All children are included in school trips and extra-curricular activities and where necessary, reasonable adjustments and medical support are put in place. A risk assessment is carried out to ensure the children's safety. Additional staff and parent helpers may be required to accompany a class or a particular child, and specialised transport if needed. If the trip is being led by a guide then they would be made aware of a particular child's needs when appropriate.</p> <p>We recognise that vulnerabilities are not always physical and support all children to be fully included within all areas of the school in order to best meet their individual needs. We support the curriculum through assemblies such as 'equity vs. equality', our SCARF RHSE lessons, British Values and events.</p> <p>All children are offered equal opportunities and teachers carefully plan lessons to be inclusive, looking at the provision required to enable this.</p> <p>The schools admissions arrangements can be found on the school website here.</p>

11.	How accessible is the school environment?	<p>Oaklands is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The school currently has one disabled toilet, located near the main entrance.</p> <p>Any child with a medical condition will have an individual health care plan to ensure their health and physical needs are met within school. These are created alongside parents to ensure appropriate care for the individual.</p>
12.	Who can I contact for further information or if I have a concern?	<p>Contact the school Special Educational Needs Coordinator (SENCO)/, Mrs Tina Dean by emailing the school office; admin@oaklands.herts.sch.uk</p> <p>Where young people or parents have concerns about the provision made at the school for children with SEND, the first point of contact is the SENCO. The Headteacher or Deputy Headteacher may then also be involved in these discussions if necessary and would work alongside parents to resolve the issue. All staff members can be contacted through the school office by phone on 01438715278, or by e-mail on admin@oaklands.herts.sch.uk. The school complaints procedure policy can be found on the school website.</p> <p>Within the Governing Body, Susanna Price has responsibility for SEND.</p>
14.	How are the school's resources allocated and matched to children's special educational needs?	<p>The school has an amount identified within its overall budget called the notional SEND budget. This is used where necessary to employ TA's to meet the needs of children with SEND, to purchase specialist equipment, books and provide specialised training for staff. In some circumstances, where pupils require a very high level of support funding may be incorporated into their EHCP, or the school may be able to apply for short-term further local high needs funding through the local authority. The school SENCo will discuss with parents where this may be appropriate.</p>

		Staffing and resources are monitored as an ongoing process and staff are deployed to meet the needs of the children.
15.	How is the decision made about how much support my child will receive?	The amount and type of support offered to a child is determined by assessing the child's needs, level of barriers to their learning and their age. This would be discussed with the class teacher, Head teacher, SENCo, parents and external agencies, given the level of need. The programmes of support throughout the school are reviewed and monitored regularly. Children with EHCP's will have specified support written into these documents which the school will implement alongside professionals such as speech and language therapists.
16.	Where can I find out about the local authority's local offer of services and provision for children with SEND?	<p>Hertfordshire Local Authority has a local offer of services and provision for children with SEND and can be accessed at www.hertsdirect.org/localoffer. In line with the local offer, our local area also offers support and advice which can be found at https://www.dspl5.co.uk/</p> <p>In addition to the local offer, Hertfordshire provide the Families First service; a whole system, countywide multi-agency response to supporting family outcomes at a local level. It brings together organisations that provide early help services under one umbrella of consistent practice and clear processes. http://www.hertfordshirefamiliesfirst.org.uk</p>